CURRICULUM

KF
390
C44
A33
1992
gr.10-12

CURR HIST

QUAECUMQUE VERA

EX LIBRIS
UNIVERSITATIS
ALBERTÆNSIS

LEGAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

The law is fundamental to a democratic society. With the rapid change in the social and economic environment, our laws are changing constantly. Students are required to have the ability to adopt to a variety of situations.

Legal Studies is designed to present the students with basic and practical legal information that will have application to their lives, both present and future. The goal is to provide students with tools with which they can access the law; to show them how to seek information and advice about legal problems. The students will develop the knowledge, skills, and attitudes to enable them to respond sensibly to the impact of law on their daily lives, both personal interactions and business-related activities.

B. GENERAL LEARNER EXPECTATIONS

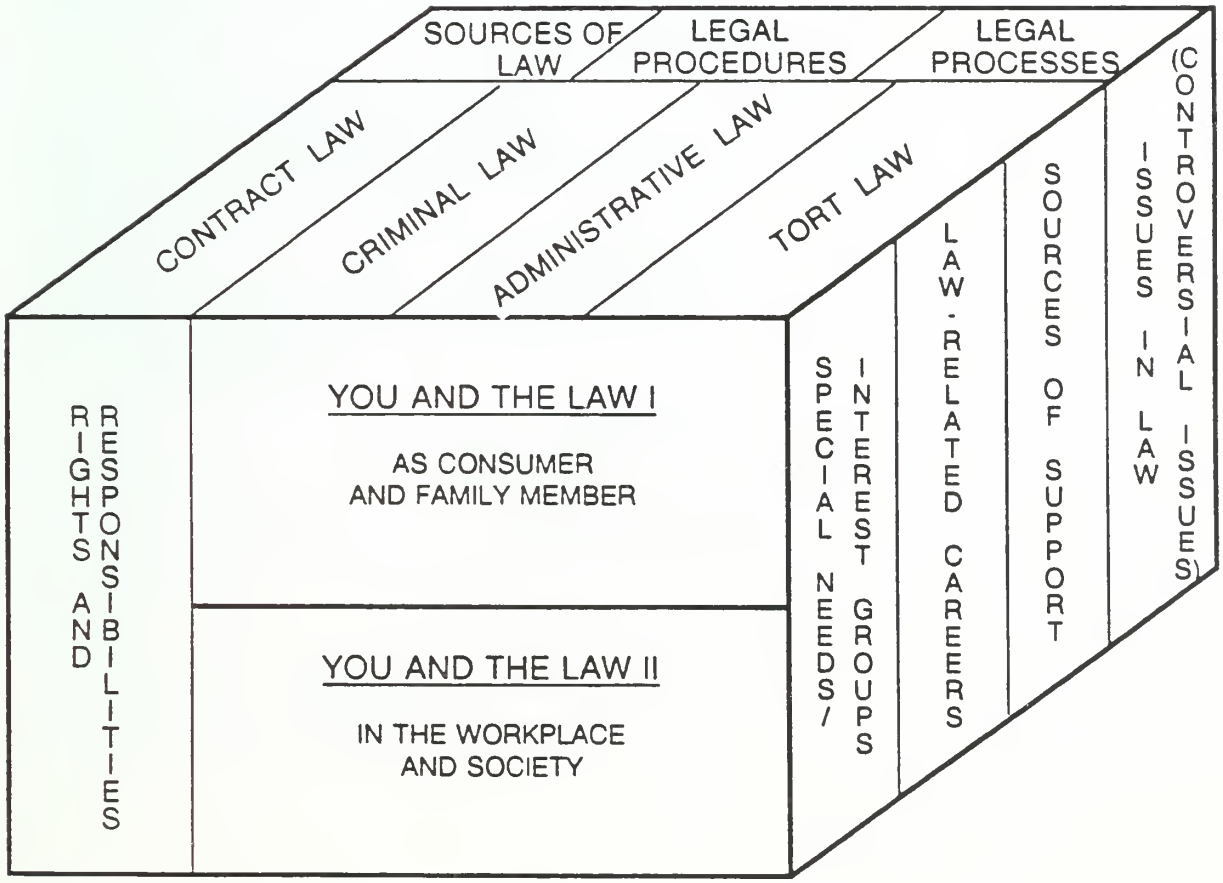
The student will:

- develop personal and career skills including decision-making, problem-solving, communication, and acceptance of responsibility
- develop knowledge, skills, and attitudes about the law through the use of case studies
- recognize the rights and responsibilities of the individual and the effect that these have on society
- develop tolerance and maturity in the critical analysis of our legal system
- investigate career options related to the law
- develop an appreciation of the law and the responsibility of the individual citizen in effecting change in the law
- develop interpersonal skills by being involved in discussions, cooperative projects, group or team activities.

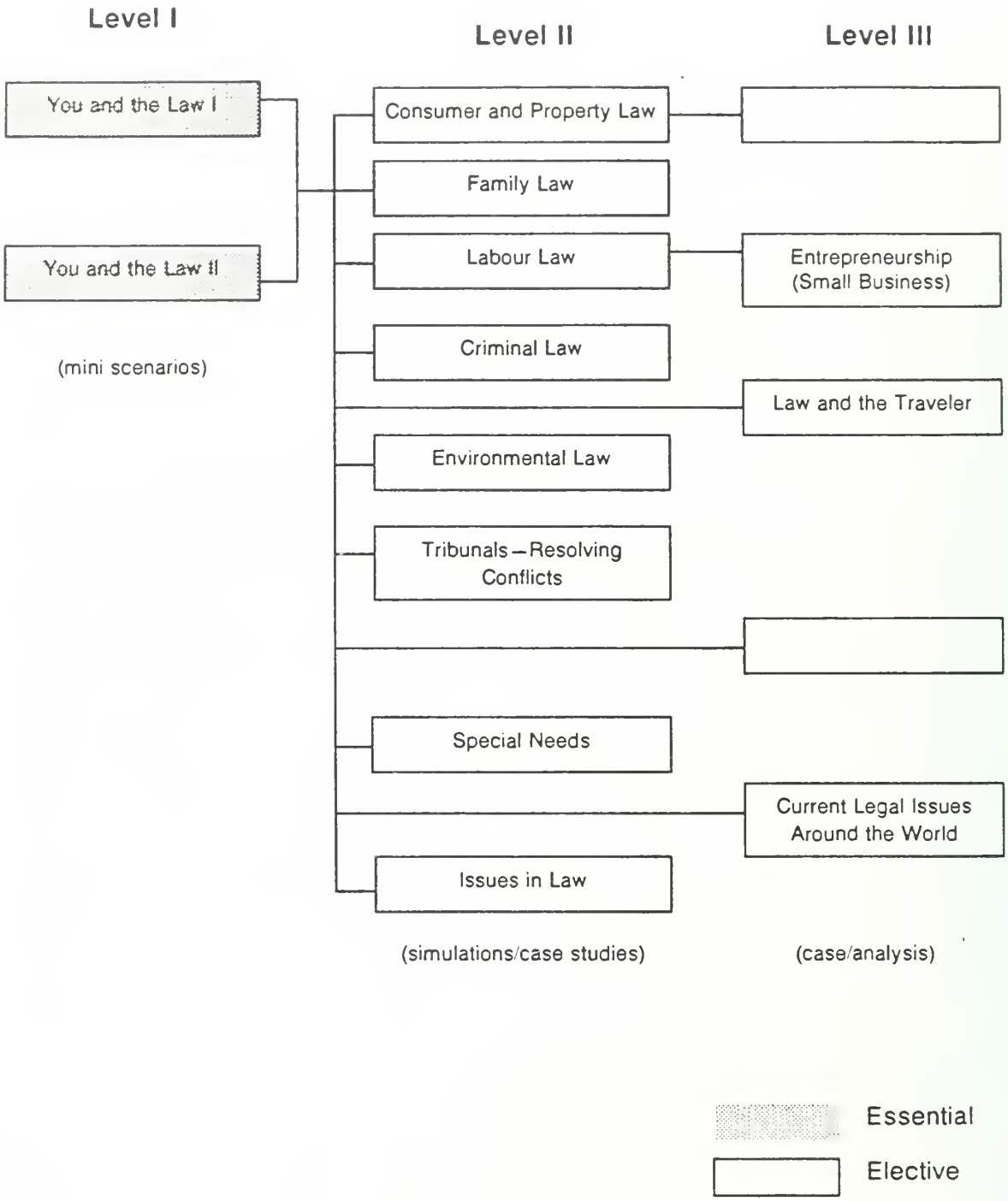
UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

C. STATEMENT OF CONTENT

FOUNDATIONS OF LAW



LEGAL STUDIES
SCOPE AND SEQUENCE



PART D: CONGRUENCY WITH SPECIFIC AREA OF STUDY/STRAND

Name of Resource: _____

Area of Study/Strand: **LEGAL STUDIES (Draft)**

In this resource, support for the learner expectations outlined is as follows:

LEARNER EXPECTATIONS	RESOURCE CORRELATION
GENERAL LEARNER EXPECTATIONS Students will: • develop personal and career skills including decision-making, problem-solving, communication, and acceptance of responsibility • develop knowledge, skills, and attitudes about the law through the use of case studies • recognize the rights and responsibilities of the individual and the effect that these have on society • develop tolerance and maturity in the critical analysis of our legal system • investigate career options related to the law • develop an appreciation of the law and the responsibility of the individual citizen in effecting change in the law • develop interpersonal skills by being involved in discussions, cooperative projects, group or team activities.	

Digitized by the Internet Archive
in 2012 with funding from
University of Alberta Libraries

http://archive.org/details/legalstudiesdraft92albe

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: **You and the Law I – As a Consumer and as a Family Member** **Module Learner Expectations** Students will investigate laws related to the consumer and to the family. **Specific Learner Expectations** **Purchasing Goods and Services** The student will: • describe the laws which relate to deposits, returns, advertisements, direct sales • compare the rights and responsibilities of a minor when purchasing a necessary or a non-necessary • discuss the forms of and types of contracts • differentiate between purchases which require a written document and those which do not • explain the implications of purchasing a new or used item and the source from which it is purchased • explain the difference between a warrantee and a guarantee. **Financing a Purchase** The student will: • identify the legal implications of options available for obtaining credit • examine the documents which must be completed when obtaining credit • compare and contrast the concepts of ownership and possession • discuss the role of the credit bureau in providing information on credit rating • discuss the assignment, breach and discharge of a contract.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: You and the Law I – As a Consumer and as a Family Member (continued) **Specific Learner Expectations** **Renting Accommodation** The student will: • discuss the advantages and disadvantages of signing a lease • identify (debate) items in the Landlord and Tenant Act which protect the tenant and items which protect the landlord • examine the rights and responsibilities of the tenant and the landlord • assess the role of the Individual Rights Protection Act. **Protecting You and Your Property** The student will: • inspect laws which provide standards for consumer products and services • discuss steps which enable the consumer to be compensated for a wrong suffered • debate the need for insurance and the laws which protect the consumer in this regard. **Living with the Family** The student will: • compare the powers of federal and provincial governments in marriage • prepare a diagram of the domestic relations court system • examine legal studies which set out the rights of children within the family unit and outside the family unit • explain the legal obligations of parents and other family members.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: You and the Law I – As a Consumer and as a Family Member (continued) **Specific Learner Expectations** **Living with a Partner** The student will: • discuss the differences between the rights and responsibilities of two people who are legally married and two people who are co-habiting • examine the difference between the essential requirements for marriage and the legal requirements • compare the differences between the legal implications if two members of the same sex live together as opposed to two members of the opposite sex. **Leaving a Partner** The student will: • distinguish between legal separation and divorce • compare the law regarding the distribution of property of legally married partners and partners who are not legally married • explain the grounds for divorce • outline the procedures involved in obtaining a divorce • explore legal options if support ordered by the court is not being provided. **Preparing Your Affairs** The student will: • evaluate the benefits of having a will • identify the legal requirements for preparing a will • distinguish between a solemn and a holograph will • discuss the various methods of changing, revoking, or cancelling a will • compare the legal procedures to be followed in distributing property which is left intestate or is bequeathed.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: **You and the Law II – In the Workplace and in Society** **Module Learner Expectations** Students will explore laws related to the workplace and will examine the rights and responsibilities of the individual in society. **Specific Learner Expectations** **Working for Pay** The student will: • distinguish between the rights and responsibilities of the employer and the employee • examine the protection offered to non-unionized labour • examine methods of providing financial support to unemployed workers **Equality in the Workplace** The student will: • discuss the impact of anti-discrimination laws with respect to labour • outline the remedies available for the wrongful dismissal of an employee. **Protecting Society** The student will: • define the nature of a crime • discuss legislation related to young offenders • differentiate between federal, provincial and municipal statutes • identify and describe various selected offences and give the penalties for each • analyze the relationship of the crime to the punishment administered.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: You and the Law II – In the Workplace and in Society (continued) **Specific Learner Expectations** **Protecting the Environment and Others** The student will: • discuss the purpose of Tort law • compare remedies for tort and criminal action • examine legal statutes which protect the environment. **Studying Our Rights and Responsibilities** The student will: • discuss the various definitions of civil rights • explain the relationship which rights have to responsibility • investigate the scope of the legal protection for special groups • describe the rights of students • discuss the right to an education.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Consumer and Property Law **Module Learner Expectations** Students will investigate the laws governing more complex consumer transactions. **Specific Learner Expectations** **Renting Personal and Real Property** The student will: • recognize the various types of bailments (parking, rental, repair, storage, liens) • describe the rights and responsibilities of bailors and bailees in specific situations • explain the basic principles of contract law that apply to rental agreements • define classes of tenancy (fixed term (lease), periodic, at will) • recognize liability implications of leasing property • list items to be considered if assigning or subletting. **Purchasing a Home** The student will: • differentiate between real and personal property • investigate various forms of property ownership • describe the rights of the property owner (water rights, air space, quiet enjoyment) • explain the procedures involved in listing a property for sale • discuss elements included in an offer to purchase • outline the various searches necessary to investigate the purchase • assess various methods of financing the purchase	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Consumer and Property Law (continued) **Specific Learner Expectations** **Purchasing a Home (continued)** The student will: • compare the rights and obligations of the mortgagee and mortgagor • review the role of various professionals in buying and selling property (real estate agents, lawyers, assessors). **Making Investments** The student will: • explore types of investments which are available • examine regulations which pertain to various types of investments • debate the need for more or less regulation by governments • outline tax implications of various investments. **Protecting the Consumer** The student will: • discuss legal protection of a consumer (common law, statute law, contract law, government agencies) • identify consumer protection legislation • compare and contrast regulatory laws relating to consumption in Alberta and Canada • investigate various agencies that assist the buyer and seller • outline the steps to be taken in solving a consumer problem.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Consumer and Property Law (continued) **Specific Learner Expectations** **Building or Renovating a Home** The student will: • outline legal procedures involved in building a home (contracting help, liens, zoning) • review the role of various contractors and trades in building or renovating property • outline the provisions of the Mechanics Lien Act. **Challenging Issues:** Volunteers The student will: • investigate situations which might make volunteers liable • explain the laws which protect the volunteer • prepare proposed laws or changes to existing laws which will provide better protection from liability suits for volunteers. Intellectual Property Rights The student will: • describe the difference between trademark, copyright, patent, and design • debate the restrictions placed upon educational institutions and educators • propose some changes in existing laws.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Consumer and Property Law (continued) **Specific Learner Expectations** **Challenging Issues: (continued)** Bankruptcy The student will: • explain the steps involved in declaring bankruptcy in Alberta • compare Alberta's bankruptcy laws with those in other provinces • recommend any changes in the existing law. **Careers in Law** Consumer Advocacy, Arbitration and Mediation, lawyers within Consumer departments of governments.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Family Law **Module Learner Expectations** Students will investigate the laws in regard to types of personal relationships in which they may become involved. **Specific Learner Expectations** **Marriage and Co-Habitation Contracts** The student will: • discuss the advantages and disadvantages of marriage and co-habitation contracts • explain the circumstances in which such a contract is considered valid by the court • prepare a sample contract. **Extended Family** The student will: • examine the legal implications of a variety of relationships which result from the marriage of two people who have been previously married, in particular if there are children from the first marriages • debate the rights of grandparents to have access to grandchildren • discuss the legal obligations of adult children to their aging parents. **Access to Services** The student will: • prepare a list of services available to the family • debate the legal obligations of the government to supply services to the family • assess the ability of individuals to equal access.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Family Law (continued) **Specific Learner Expectations** **Challenging Issues:** Surrogate Mothers The student will: • investigate the law regarding the rights and responsibilities of the surrogate mother • propose changes in the law. Living Will The student will: • compare the legal validity of the Living Will in Canada and other countries • discuss the implications of the courts recognizing the Living Law. Private and Public Adoption The student will: • debate the advantages and disadvantages of private and public adoption • compare the rights of the adoptive parents to those of the natural mother • explain the rights of the adoptive child. Abortion The student will: • compare legislation in Canada and in other countries in regard to abortion.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Family Law (continued) **Specific Learner Expectations** **Challenging Issues: (continued)** Health Issue The student will: • discuss the principle of universal medicare • propose reforms which are required. **Careers in Law** Mediation, Amicus Curia, Family Court, Surrogate Court	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Labour Law **Module Learner Expectations** Students will question and debate or propose legislation in the workplace. **Specific Learner Expectations** **Contract of Employment** The student will: • examine the various types of contractual arrangements • identify the elements of a legal contract between employer and employees • discuss how labour contracts can be terminated • describe various types of fringe benefits in the employment contract. **Unions and Collective Bargaining** The student will: • investigate how a union is certified • examine union membership (open shop, closed shop) • contrast unionized and non-unionized labour with respect to: making proposals; bargaining; conciliation, mediation, arbitration; agreement; strike/lock-outs; grievance procedures. **Unemployment Insurance and Workers' Compensation** The student will: • examine the protection offered to non-unionized labour • differentiate between legislation at the federal and provincial level • debate the rights of fathers to stay home with infants.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Labour Law (continued) **Specific Learner Expectations** **Women in the Workplace** The student will: • outline the laws that protect women from discrimination on the job • debate the concept of equal pay for work of equal value • investigate legislation in other countries. **Challenging Issues:** Age of Retirement The student will: • debate the right of an individual to choose when to retire • explain the difference in legislation between different provinces • compare decisions made by the Supreme Court of Canada with those made by Provincial Superior Courts. Day Care in the Workplace The student will: • investigate legislation in other countries • debate the concept of day care in the workplace. Liability Issues The student will: • discuss the liability of employers and employees to third parties • propose changes in legislation.	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Labour Law (continued) **Specific Learner Expectations** **Challenging Issues: (continued)** "Whistle Blowing" Legislation The student will: • outline the implications of such legislation • debate the issue. **Careers in Law** Arbitration, Mediation	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Environmental Law **Module Learner Expectations** Students will collect information about the making of and changing of Environmental Law, and: will plan a formal hearing on an issue; or prepare a debate on an issue(s). **Specific Learner Expectations** **Environmental Protection Legislation** The student will: • examine provincial and federal legislation governing the discharge of pollutants into air and water • analyze the division of power as set out in the Constitution Act, 1867 regarding the conservation and protection of the environment • debate changes in the division of power • explain the purpose of the Canadian Environmental Network • propose changes to existing provincial legislation or propose new legislation • investigate environmental legislation in other countries • examine court decisions regarding non-compliance with the law. **The Role of Groups and Individuals** The student will: • investigate examples of private legal action taken on environmental concerns, e.g., The Oldman River Dam and Kanaskis Highway • plan and take part in a mock public review of a project or development which has an impact on the natural environment or the community's health and well-being • debate the effect of the public interest lobby in environmental law-making	

LEARNER EXPECTATIONS	RESOURCE CORRELATION
Module: Environmental Law (continued) **Specific Learner Expectations** **The Role of Groups and Individuals (continued)** The student will: • prepare a plan of action for public involvement to persuade government to act on an environmental issue • compare the public interest groups formed to encourage conservation and protection of the wilderness to those groups formed to resolve environmental problems. **Challenging Issues:** Worldwide Issues The student will: • explore the record of what is being done in other countries • compare Canada's record with that of other countries. Finding Landfill Sites The student will: • analyze the problem and possible solutions • prepare a response to citizens who do not want a landfill site "in their backyard". Toxic Waste Management The student will: • examine existing legislation in Alberta • compare Alberta's legislation with that of other provinces • debate the effectiveness of the Dangerous Goods Route. **Careers in Law** Intervenors, Consultants, Arbitrators	

KF 390 C44 A33 1992 GR-10-12
LEGAL STUDIES -- /DRAFT --

NL 40176076 CURR HIST

00003967 5673